

ENGL M30B: MASTERPIECES OF WORLD LITERATURE II

Originator

ssims

Co-Contributor(s)
Name(s)

Dombourian, Sona (sdombourian)

Bradford, Wade (wbradford)

College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M30B

Course Title (CB02)

Masterpieces of World Literature II

Banner/Short Title

Masterpieces of World Lit II

Credit Type

Credit

Start Term

Fall 2022

Formerly

ENGL M31 - Masterpieces-World Lit II

Catalog Course Description

Surveys important works of literature from the Americas, Asia, Europe, Australia, and Africa in their literary, historical, and cultural context. Includes works from 1650 CE to the present.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL M01A or ENGL M01AH

Advisories on Recommended Preparation

ENGL M01B or ENGL M01BH

Entrance Skills**Entrance Skills**

ENGL M01A or ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

ENGL M01B-select evidence from a text to identify and respond to genre, plot, setting, point of view, characters, tone, style, and theme of a literary work.

ENGL M01B-demonstrate an understanding of literary elements (such as theme and tone) using appropriate literary terms.

ENGL M01B-develop and test hypotheses about the relationship of form and content in writing by recognizing the implications of literary forms and language patterns.

ENGL M01B-explain how fiction, drama, and poetry reflect the author's cultural, moral, gender-based, psychological, and philosophical assumptions.

ENGL M01B-use and evaluate various sources to interpret literature and create original arguments.

ENGL M01B-identify the structure and main points of the literary critical essay.

ENGL M01B-distinguish between fact and opinion and recognize a critic's individual and cultural perspective and bias.

ENGL M01B-use critical thinking concepts and terms to connect evidence to logical conclusions.

ENGL M01B-distinguish among fact, inference, and judgment in drawing conclusions.

ENGL M01B-identify rhetorical strategies and recognize formal and informal logical fallacies.

ENGL M01B-compose essays, totaling 8,000 words, that effectively employ writing strategies appropriate to the course.

ENGL M01B-produce a research paper, demonstrating familiarity with research techniques, note-taking, organization, and documentation using current MLA guidelines.

ENGL M01BH-select evidence from a text to identify and respond to plot, setting, point of view, characters, tone, style, and theme of a literary work.

ENGL M01BH-demonstrate an understanding of literary elements (such as theme and tone) using appropriate literary terms.

ENGL M01BH-develop and test hypotheses about the relationship of form and content in writing by recognizing the implications of literary forms and language patterns.

ENGL M01BH-explain how fiction, drama, and poetry reflect the author's cultural, moral, gender-based, psychological, and philosophical assumptions.

ENGL M01BH-use and evaluate various sources to interpret literature and create original arguments.

ENGL M01BH-identify the structure and main points of the literary critical essay.

ENGL M01BH-distinguish between fact and opinion and recognize a critic's individual and cultural perspective and bias.

ENGL M01BH-use critical thinking concepts and terms to connect evidence to logical conclusions.

ENGL M01BH-distinguish among fact, inference, and judgment in drawing conclusions.

ENGL M01BH-identify rhetorical strategies and recognize formal and informal logical fallacies.

ENGL M01BH-compose essays, totaling 8,000 words, that effectively employ writing strategies appropriate to the course.

ENGL M01BH-produce a research paper, demonstrating familiarity with research techniques, note-taking, organization, and documentation using current MLA guidelines.

ENGL M01BH-HONORS: arrange and present the results of their semester's work in various forms, such as oral presentations, multimedia formats, written essays, creative interpretations, and Internet postings to the general public.

ENGL M01BH-HONORS: demonstrate independent and creative thought in the successful completion of assigned projects and written work.

ENGL M01BH-HONORS: produce writing assignments that total a minimum 10,000 words during the course of the semester.

ENGL M01BH-HONORS: demonstrate in-depth insight and analysis in their written work, reflecting an advanced understanding of the subject.

Requisite Justification**Requisite Type**

Prerequisite

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Requisite Type

Recommended Preparation

Requisite

ENGL M01B or ENGL M01BH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | identify and discuss important issues, themes, and historical and cultural contexts in Western and non-Western works of world literature in the period. |
|---|---|

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | trace the development of literary traditions in the great civilizations of the world, both Western and non-Western. |
| 2 | relate the literature to its historical and cultural milieu and demonstrate some understanding of the major intellectual and aesthetic concepts influencing these works. |
| 3 | describe common themes, genres, and styles, as well as significant differences, among authors of different periods, countries, ethnicities, social classes, and genders. |
| 4 | recognize and analyze figurative language and other literary devices. |
| 5 | recognize and articulate the complexities and challenges of translating literature. |
| 6 | demonstrate skill in active reading, interpretation, and criticism in class discussion, group activities, and oral presentations. |
| 7 | demonstrate understanding of the works and a mastery of composition and critical thinking skills by writing approximately four analytical essays totaling at least 5,000 words. |

Course Content**Lecture/Course Content****(5%) Early Modern Drama:**

- Chekhov's *The Cherry Orchard*
- Ibsen's *Hedda Gabler*

(5%) Chinese vernacular literature:

- Monkey
- The Story of the Stone

(5%) Contemporary Native American literature:

- Leslie Marmon Silko's "Yellow Woman"
- Poetry, drama and fiction by contemporary Native American authors

(10%) South American literature:

- Pablo Neruda's poetry
- Gabriel Garcia Marquez's fiction

(10%) 20th-century Asian literature:

- China: Lu Xun's "Diary of a Madman," Zhang Ailing's "Love in a Fallen City"
- Japan: Kawabata Yasunari's "Snow Country"
- Japan: Kojima Nobuo's "The American School"
- Poetry from Vietnam, Laos, Cambodia, Philippines, Indonesia, etc.

(10%) African literature:

- Chinua Achebe's *Things Fall Apart*
- Wole Soyinka's *Death and the King's Horseman*
- Doris Lessing's "The Old Chief Mshalnga"

(10%) Poetry and short fiction of the Middle East:

- Yehuda Amichai
- Naguib Mahfouz
- Nawal El Saadawi

(5%) Russian fiction in the Modern World:

- Dostoevsky's *Notes from the Underground*
- Akhmatova's "Requiem"
- Short fiction by Tolstoy or Chekhov

(10%) American Literature (1850s – 1870s):

- Frederick Douglass' *Autobiography* (and other slave narratives/hymns/poetry/work songs)
- Harriet Beecher Stowe's *Uncle Tom's Cabin*
- Walt Whitman's *Leaves of Grass*

(5%) Urdu and Bengali poetry (including Rabindranath Tagore)**(10%) Native American oral traditions, mythos, and ritual****(5%) European Romanticism:**

- British poetry
- Spanish poetry
- French poetry
- Russian poetry
- German poetry

(5%) Europe's Age of Enlightenment:

- Moliere's *Tartuffe*
- Voltaire's *Candide*
- Celebi's *Book of Travels* (commentary on 17th-century Europeans from an Islamic point of view)

(5%) Japan's Edo Period:

- Ihara Saikaku
- Ueda Akinari
- Matsuo Basho

Note: The course may be structured by period, region, or theme at the discretion of the instructor. Themes might include, e.g., Nature and Human Nature, Power and Colonialism, Love and Romance.

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Objective exams
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class activities
 Class discussions
 Collaborative group work
 Distance Education
 Group discussions
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor-guided, theory-based interpretation and textual analysis followed by small group activities analyzing assigned portions of the texts.
2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.
3. Collaborative group work involving the distribution of themes and social theories in preparation for a seminar.

Representative Course Assignments

Writing Assignments

Write a research paper with multiple drafts that traces the origin and development of literary traditions within a non-Western country or region.

Write an essay which analyzes marriage as depicted in the plays of Henrik Ibsen or Anton Chekhov.

Work in groups to write a collaborative poem with following the Renga style and form.

Keep a journal to record first impressions of poems and stories.

Critical Thinking Assignments

Critique peers' arguments and writing.

Find, evaluate, and appropriately incorporate research sources.

Formulate written literary, critical arguments based upon themes found in the work of Russian playwrights (such as Anton Chekhov).

Participate in class discussions of competing interpretations of works which demonstrate skill in active reading, interpretation, and criticism in class discussion, group activities, and oral presentations.

Compare and contrast two different translations of a non-English poem.

Identify themes of literary works.

Reading Assignments

Memorize and recite a haiku from the Edo Period.

Read scholarly articles which offer critical interpretations of literature from Europe, Africa, and Asia.

Read the biography of a poet or playwright.

Skills Demonstrations

N/A

Outside Assignments

Representative Outside Assignments

Notes, outlines, summaries, and analyses of texts.

Attendance at theater, music, art, etc. performances or showings directly related to a course assignment. (For example: A production of a play written by Molière.)

Cooperative group planning for oral presentations.

Assigned writings, including research paper that relate the literature to its historical and cultural milieu, and demonstrate some understanding of the major intellectual and aesthetic concepts influencing these works.

Assigned readings from text and other sources; readings will typically be grouped by period, region, or theme.

Articulation**C-ID Descriptor Number**

ENGL 145

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal Poly Pomona	ENG 2720	World Literature II	3
UC Riverside	CPLT 17C	Masterworks of World Literature	4
UC Davis	COMPLIT 3	Major Works of the Modern World	4
CSU Los Angeles	ENGL 2710	Contemporary World Literature	3

Comparable Courses within the VCCCD

ENGL V31 - World Literature: 1650 to Present

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Approved

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA
Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities**

Area 3B: Humanities
Approved

Date Proposed:
F1995

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals**

Resource Type
Textbook

Description

Puchner, Martin, et al., eds. *The Norton Anthology of World Literature (Package 2)*. Vol. D,E, F, 4th ed., Norton, 2018.

Resource Type

Textbook

Description

Davis, Paul, et al., eds. *The Bedford Anthology of World Literature: The Modern World, 1650 - Present*. Compact ed., vol. 2, Bedford/St. Martin's, 2008.

Resource Type

Textbook

Description

Puchner Martin, et al., eds. *Norton Anthology of World Literature*. Shorter 4th ed., Norton, 2021. 2 vols.

Library Resources

Assignments requiring library resources

Using the Library's print and online resources, particularly Gale Literature, JSTOR and Project Muse, research a topic relevant to the course.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

A topic to investigate might be the emergence of actresses and female playwrights in 17th and 18th century Europe (for example: Aphra Behn). How did this cultural shift affect dramatic literature and its portrayal of women?

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of Literature.
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of Literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of Literature.
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of Literature.

Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

100% online Modality:**Method of Instruction****Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of Literature.
E-mail	Individual interaction between student and instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of Literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Examinations**Hybrid (1%–50% online) Modality**

On campus

Online

Hybrid (51%–99% online) Modality

On campus

Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

03/17/2022

Dean

03/17/2022

Technical Review

04/28/2022

Curriculum Committee

5/3/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000598822

DOE/accreditation approval date

MM/DD/YYYY